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NO 3.

THE FIRST SNOW.

Oh, for the scent of the clover,
And all the sweet fragrance untold,
That hung the fair earth over,
In chalice of purple and gold!—
Gone, gone, the sweet scent of the clover,
Gone the buttercups pure burnished gold,
And the earth in her sombre garment
Looks sad, and withered, and old.

Oh, for the medlark's wooing,
As she greeted the day at dawn!
The wood dove's heartbroken cooing,
Like a soul condemned to mourn!
Hushed, hushed is the medlark's wooing,
And my heart is forsaken and lorn,
And earth in her widow's garments,
Of all her bright beauties lies shorn.

The woods are all sombre and dreary,
The trees stand like spectres gray,
And the mountains look weary, so weary,
Of their vigil by night and by day.
All, all seems so sunless and dreary,
And my heart aches by night and by day,
And the sparrows and blackbirds seem mocking
The earth with their chattering lay.

But see! what comes falling, falling
So gentle, far from on high?
Not heeding the blackbirds' calling,
Nor the sparrows gossiping nigh,
But as a soft mantle now falling,
Like blessings from spirits on high,
Enfolding earth's sins and her sorrows—
Love's charity pure from the sky.

Behold, how the pitying snowflakes
Work wonders as they fall,
Gone are her tears and her heartaches,
New beauty lies spread over all.
On mountain and plain the pure snowflakes
All blemishes hide as they fall,
And earth like a saint all enshrouded,
Looks chaste in her snowy pall.

Dear heart, when my steps are lagging
In the path of duty and right,
When strong temptations are beckoning,
And trials are dark as night—
Will your pity then cover my weakness
Like the snow that fell in the night,
And hide in your heart's compassion
My sins and shortcomings from sight?

And, love, when my footsteps are weary,
Like earth I am stricken and old,
And life seems dreary, so dreary,
Like the mist that hangs low o'er the wold,
Will your bosom then shelter the weary,
Like the snow that lies thick in the wold,
And hide all the scars of life's battles
With a love that has never grown old?

O snow, you have brought me a message,
While falling so silent and slow,
Of loving and tender forbearance
For all that is frail here below!
And O, let me cherish this message;
To condemn be my heart ever slow,
Let my love hide the weakness of others,
Like the earth by the beautiful snow.

Christina D. Young.

KNOWING BY EXPERIENCE: "Grandma," said little four-year-old Austin, as he twined his arms lovingly around his grandmother's neck, "You'll never know how much I love you till you have a child of your own."

THE EVOLUTION OF THE TEACHER IN UTAH.*

FELLOW-TEACHERS, LADIES AND GENTLEMEN:

It is not a meeting of pioneer teachers that I am about to address. Most of us are the sons and daughters of pioneers—many of us the children of pioneer teachers. Here and there among us are the honored gray hairs of Utah's first instructors, men whom the rest of us can look up to as revered preceptors.

But Utah has already a past in education—an epoch now closed forever, save to the student of history. Utah has also a present epoch quite as distinctive as the past. What will the future be?

The purpose of this address is to trace the evolution of the teacher of Utah; to make clear or clearer the direction we are taking, and the destination it were well to aim at reaching; in short to point out if possible a common educational perspective—one whose end shall harmonize and unify the efforts of all teachers, at least as regards the development of the State, whatever may be the differences that actuate them in minor concerns of life.

To do this well it will be necessary to take a retrospect, and fortunately for us, though we were not teachers in the past epoch, we are quite as vital a part of it, we were pupils. We did not make this volume in our educational history; it is more nearly correct to say of us we *are* this volume, or rather a chapter of it. How the graves of the dear old pedagogues who used to flog us would wrinkle into a smile of triumph could they see what splendid fellows have emerged from those schools, and are here this evening! [Laughter.]

It would be going beyond the limits of this address to bring before you all the paraphernalia of the pioneer school. Nor is it necessary; each separate item, merely named, will spring visions of the past upon us. What memories of pleasure and pain (stinging, howling pain) cling around the mind pictures of the log school-house, with its open fireplace; the slab benches and long writing boards; the one-eyed or cross-eyed teacher, and his foremost piece of apparatus, a neat bundle of currant switches; the row of a-b-c-e-darians facing the master with vari-colored patches behind; the spelling-down game on Fridays; and the glorious romps and tumbles involved in guinea-pig, roly-poly, town-ball, and ante-high-over-sports in which the children of today seem to exhibit such degeneracy. Passing all these features, let us consider two things: the teachers and the general spirit that gave us the teachers.

* An address delivered by Prof. N. L. Nelson, before the Joint Teachers' Institute, held at Provo, Utah, Tuesday evening, August 14, 1994.

First, then, let me remind you that not all school-masters of those days were teachers. This remark ought not to disturb their mouldering bone, however, for the same thing may be said today, with this difference: that now the remark is true only on the margin, then it was true all over the page.

Right here let me pay my respects to the honored exceptions, the men and women whom we all remember as genuine teachers in spite of the spirit of the times—and the quality of the squash and potatoes they got as pecuniary reward. Many of these are among us today and are the leaders of society.

But then it must be remembered, these were only the exceptions. The body that formed the rule, judged by standards of today, must be pronounced a "hard lot." The phrase was not then invented, otherwise it might have been said of them, they were "rocky" to a degree. In my own experience I call to mind two cripples; one man that invariably fell asleep before his classes; one man, who, having broken down making adobies, was given the school to keep him and a "long" family off the poor list; and then—blessed memory—a man whose words fired me with ambition and gave me a direction in life. All these lived in the epoch now closed. I have forgiven them all—grudges skin deep are not lasting—and I may say that I love them as objects of memory, but still do not count it "a sin for us to sit and grin at them here" if thereby a useful lesson is conveyed.

Now what spirit could dominate a people so as to foster as the flower of its civilization (for such the teacher should be) such pedagogues? But it may be argued it was a case of Hobson's choice: this was the best that could be done. There is, no doubt, much truth in this view; but still, if my memory serves me right, the predominating thought was: "Oh, he's good enough to be a teacher." Nor need this be counted remarkable. Such a spirit predominated nearly all the older communities whence these pioneers came.

Be that as it may, the point I make is, we have evolved from these conditions. Log school-houses have long ago been used for fuel, and the spirit of "good enough" is gone. [Applause.]

Gone? I wonder if I dare risk the assertion. I seem to see again one of my teachers, the aforesaid adoie-man, going his rounds with a wheelbarrow. Now he stops before the cellar of one who owes him for tuition. After his sack is filled and loaded, he turns angrily and gives his debtor a tongue lashing because the potatoes are small. "Good enough for a school-master," is the contemptuous reply. The adoie-man finally starts, but stops

again after a rod or two to turn red in the face and shake his fist at this ungracious patron of his school.

Scenes of this kind, thank heaven, are gone forever. But does not some of the "good enough" spirit still lurk under more dignified names in patron and trustee and teacher? We shall see.

Such is the social evolution of the teaching profession. What is the intellectual? In other words, what is the mental legacy from the past to the present generation? Whatever we shall discover it to be, it may fairly be charged to the epoch now sealed. As my time will not permit of citing cases, let me make the assertion as the result of careful observation, that the distinguishing characteristic of our teaching is a satisfaction and contentment on the part of teachers with merely general notions. Pebbles that glitter in the sun, river stone rounded and made smooth down the stream of time—these are what we delight in. They are so easily gathered that we need not unbend our native beauty in picking them up; and then they rest so comfortably in the cabinets of our minds, and can be displayed to such startling advantage to beings like ourselves, satisfied with a superficial show of learning.

Instead of being such idle pebble-gatherers, what should we be, fellow-teachers? Divers for uncut gems in the native quarries and mines of truth. It is the delving more than the gem that adorns. What can be made of the river stone? It is scarcely fit for the crudest foundation-work. Not so of the rough and ragged product of the mine and quarry; it can be cut and polished for all the varied purposes of life.

I am not willing that this thought shall miss its mark, for on it depends the conclusions of my entire address. If anyone doubt that the prevailing weakness in the teaching force is being satisfied with glittering generalities, let him visit our schools and witness the attempt to make pupils "elocute" when quite oblivious concerning the thought of the selection they read, and before they have been drilled in the fundamentals of expression. Let him listen to school essays that, without so much substance is wing or even feather, yet soar to the clouds. Let him listen in geography to accounts of deep seas, high peaks, long rivers: in history to battles, sieges, and spectacular movements; in science to facts and experiments that open eye and ear—and he will come to see how truly like children we still are—plucking greedily now this flower, now that, but paying no attention to root and stem.

These are the symptoms of a very serious malady. It is thus that we describe the mind that has not learned to think. Such a mind if active is always gathering material haphazard, disconnected.

But what takes place when it seeks to give out? Facts cannot be given out as they are taken in. They must be absorbed, recast, combined to suit the purpose of that mind. Cloth in the bolt is good, but we must use the scissors, add necessary trimmings, and set the needle at work if we would make it useful. It is the teacher's business to cut, fit and trim knowledge for his pupils until they can do it for themselves.

Now, he who is satisfied simply with the flower of a truth may indeed give that flower to another, but to the second it is a worthless thing as having no connections. The first caught a glimpse of relations when he saw the stem from which he plucked it, but to the second it is a floating fact soon to be engulfed in oblivion.

During the recently closed sessions of our Summer School I frequently came in contact with this kind of mind, especially in the case of young teachers in the Training Class. Minds so constituted have the greatest difficulty in making a lesson a unit; for all their facts float—relations are not perceived. Need I assure you, then, what a genuine treat it was to find in the five weeks' course a teacher able to present her lesson as a logical unit? Yet, on the other hand, I am grieved to say, I found only three or four such.

Now that I have presented in various aspects this tendency to be content with general notions, let me add that this fault is by no means peculiar to Utah education. The sole purpose of Dr. Rice's lecture entitled Scientific Teaching, was to correct this wide spread failing. For that is just what is the matter—a lack of scientific acquirements; a lack of well-classified or logically arranged knowledge. It is a most hopeful sign that teachers are awakening to this thought. One of the first signs that the mind has passed from the passive to the active state of thought is a decided disrelish for disconnected general notions. Mental food must thereafter be specific. The person is known by his oft-repeated desire to "get at the bottom of things." He has discovered a few of the marvels hidden behind *how* and *why* questions. It is only at such a stage that he may be said to have cut his intellectual teeth. Thereafter he will lose his relish for hash. It has not the flavor of freshness, nor does it yield the pleasure that generally comes from the vigorous exercise of keenly sharpened incisors and molars.

I spoke just now of teachers awakening to an interest in the specific, the fresh, the closely related, and I might add the microscopic in education. Surely there can be no question of the healthfulness of such an evolution. All the activities of the nine-

teenth century demand faculties of mind so sharpened. The teacher who does not equip his pupils with such habits of thought, cripples them for the race of life. The man of merely general notions will carry the hod in the future, or count ties. Indeed, this is true today. Show me a teacher with mind so constituted as to love the original in thought rather than the commentary, and I will show you a man rising in his profession. The converse is equally true. When you see a teacher of many years experience, still on the ragged edge of employment, depend upon it, the fault is not in his luck, but in his head. He should learn to think.

I would fain believe that this awakening is more marked and pronounced in Utah than in many of her sister States and Territories. I am convinced that if it is not so, it ought to be so for reasons I shall give hereafter. Right here I wish to quote the testimony of very high authority. In the midsummer number of the *School Journal*, Prof. Kenyon, one of the teachers of science in the Cook County Normal, notices Utah's educational work among other exhibits at the World's Fair in these words the criticism may fairly be called Col. Parker's, since, as will be seen, it is drawn largely from other sources than the exhibits:

"In the originality and general merit of its exhibit Utah stands easily first in the Western group. It would seem that a certain isolation has spared its schools from the blights which only recently are beginning to release the various school systems throughout the States. Here behind the Western mountains a system of education is being matured that, while it challenges the best elsewhere, owes its upbuilding very greatly to the peculiar stamina of its own communities."

These sentiments are well known to be Col. Parker's, for he expressed them on more than one occasion during his sojourn in our midst. He even said on one occasion that Utah's high standard of education depended not so much upon her schools as upon the ruggedness of her environments. It is impossible, he held, for a child to come into the rude and the varied contact with nature which western life necessitates and still remain uneducated in the essentials of mental development. It is this thought that makes me say that if Utah's teachers are not ahead of teachers elsewhere in the matter of thought-activity, then they ought to be. Certainly what they are in this respect, as I shall attempt to show presently, they are, rather in spite of, than because of, the first epoch of Utah school-life. This is, evidently, also the thought of the critic just quoted, who concludes:

"The work shows the progressiveness of the individual teacher rather than the conformity to any system."

Now while we may feel justly proud of this opinion, let us

hardly persuade ourselves that it is quite true. Whatever else in the constitution of human nature may be doubted, one thing remains a pretty constant element, viz.: the ability of the genus homo to stow away "taffy" in unlimited qualities. Swallowed generally for a sober, matter-of-fact solid, "taffy" soon demonstrates its volatility by escaping into the head, whence the origin of the expression big-head. In this state the gas presses heavily on the brain, contracting its ideas. This accounts for the really narrow and shrivelled notions of one that has the big head. They have been subjected to pneumatic pressure. [Laughter.] It also accounts for the loud explosion at the mouth when an idea escapes.

Really, fellow-teachers, I know of no disease so fatal to progress as that called "good enough." What if this malady had actually "struck in" on many of us, and we felt comfortably conscious that we are really abreast of the times, from an educational standpoint? Why, the swelling would begin at once, and when our brains reached a certain pressure, the contemptible boast would be squeeze out: "We are in advance of the age." Let us do nothing so utterly foolish. Let us rather under-estimate our standing before the world, that we may work the harder upward. No danger of our being discouraged by such a thought: we get too much encouragement from the mirror for that.

A Salt Lake reporter interviewed Dr. Baldwin last year as to our educational status: "Utah has done well," replied the grand old teacher. "If the present march is kept up, it will not be ten years till you are fully abreast of the times."

I thank the old gentleman for his honesty and candor. His words were stowed away in the paper where they might not attract attention. But I count the opinion thus graciously yet fearlessly expressed as his best legacy to the profession. Who, that knows the kindness of his heart, can doubt the conviction that voiced the sentiment? Well, what then, fellow-teachers? Why, we shall do as he says! Nay, we shall get abreast of the times in five years if I read your determination aright! [Applause.]

But after all, I am appealing to a very superficial sentiment. Suppose we were actually ahead of our fellow-teachers in other states, would that justify our standing still? Self-improvement ought to have this motto: Stand still only when you are convinced that you are better than yourself; or perhaps this one: Stop only when you get ahead of your own nose. [Laughter.]

But let us cease soaring into the delights of what we shall be, and come back to what we are. We must resolutely face the fact, ugly though it be, that most of us are in the toils of disconnected general notions. And the worst of it is, we teach just what we

are. Now, it can be shown by a close chain of causation that the future welfare of the state, materially, socially, morally, and politically, absolutely demands that the teacher shall lay a foundation in the *terra firma* of related facts, instead of building uncertain structures on merely floating notions. We must become teachers in the true sense of the word. It is a duty we owe alike to man and to God. [Applause.]

But how?

(TO BE CONCLUDED.)

THE STUDY OF ENGLISH.

Columbia's Emblem: A Study.

II.

BY DR. ALBERT P. MARBLE, SUPERINTENDENT OF OMAHA SCHOOLS.

IN order to show how a poem may be studied so as to reveal to the student what he may not have seen in it before, the following critique of the little poem that designates the maize as the emblem of America is here inserted. A similar process, more or less extended, may be applied to one piece of writing after another, either prose or verse. In a short time the student will learn to examine what he reads critically, and if he reads that which is worth reading, that into which the author has put his best thought, then the student, by this careful study, will discover this thought as he would not otherwise. Of course it is not possible, and it is not necessary, to examine all literature in this exhaustive way; but if the pupil learns how to make such an examination, the delight he will find in mining for the hidden or half-concealed meaning, will lead him to a similar analysis by himself.

The following extract from one of the city papers, published soon after the incident occurred, will serve to introduce the poem, and to throw around it an interest:

"In the State of New York, a few years ago, a vote was taken among the school children to determine the preference for a national flower or emblem; but there was no very decided expression, and so the question dropped out of sight. It was again brought forward in a very pleasant way, the other day, at the Authors' Reception of the National Association of School Superintendents in Boston. Dr. Holmes was the principal guest, and in his happiest vein he read a poem written for the occasion; and among the other distinguished authors and poets who spoke, Miss Edna Dean Proctor recited the following poem of hers, which was published in the *Century Magazine* for September, 1892. Her voice and presence added to the charm of the lines; and the appropriateness of the Golden Corn as the American

emblem impressed every one present. It is an indigenous plant, indicative of richness, thrift and strength; it combines utility and beauty; it grows north, south, east and west; and when its beauty fades its usefulness and cheer remain. A sheaf of corn, carved in the monumental stone, or cast in decorative bronze, or painted in mural frescos or on waving banners, its tassels, silk and green leaves, or the golden ripeness of the yellow ears when the stalks are very dry and the leaves turned brown—this, the growth of the frosty north and of the sunny south, would symbolize the great republic with a more obvious propriety than the fasces of the Romans distinguished that ancient republic.

"After the verses had been recited, a group of men from half a score of States agreed that this typical grain should be the emblem of America; and so far as their influence may extend, it has been so decreed. In this Columbian year, these charming lines by that gifted woman will enshrine the golden corn—the maize of the aborigines—as the typical plant of our country, just as the thistle is of Scotland and the fleur-de-lis of France; and the pupils in a thousand schools will recite these musical verses as often as they now sing America; and they will sing this poem, too, for it will soon be set to music. Corn may be planted in a flower-pot and raised in the school-room; its changing, progressive and augmenting beauty will then be seen in the successive stages which culminate in the ripened, golden ear with its silvery husk, and in the feathery crest nodding at the top."

COLUMBIA'S EMBLEM.

Blazon Columbia's emblem,
The bounteous, golden Corn!
Eons ago, of the great sun's glow
And the joy of the earth, 'twas born.
From Superior's shore to Chili,
From the ocean of dawn to the west,
With its banners of green and silken sheen,
It sprang at the sun's behest;
And by dew and shower, from its natal hour,
With honeye and wine 'twas fed,
Till the gods were fain to share with men
The perfect feast outspread.
For the rarest boon to the land they loved
Was the Corn so rich and fair,
Nor star nor breeze o'er the farthest seas
Could find its like elsewhere.

In their holiest temples the Incas
Offered the heaven-sent Maize—
Grains wrought of gold, in a silver fold,
For the sun's enraptured gaze;
And its harvest came to the wandering tribes
As the gods' own gift and seal;
And Montezuma's festal bread
Was made of its sacred meal.

Narrow their cherished fields; but ours
Are broad as the continent's breast,
And, lavish as leaves, the rustling sheaves
Bring plenty, and joy, and rest.
For they strew the plains and crowd the wains
When the reapers meet at morn,
Till blithe cheers ring and west winds sing
A song for the garnered Corn.

The rose may bloom for England,
The lily for France unfold;
Ireland may honor the shamrock,
Scotland her thistle bold;
But the shield of the great Republic,
The glory of the West,
Shall bear a stalk of the tasseled Corn,
Of all our wealth the best!
The arbutus and the golden-rod
The heart of the North may cheer,
And the mountain laurel for Maryland
Its royal clusters rear;
And jasmine and magnolia
The crest of the South adorn;
But the wide Republic's emblem
Is the bounteous, golden corn!

I. To study this poem, it should first be read carefully and with the best emphasis and inflection at command. Such a critical

reading will reveal new meanings; and the intonation of the voice should be so modified as to suggest these meanings. In all writing, and in poetry especially, there is an element which finds expression in the voice and which is learned through the ear, beyond that which can be taken in through the eye. In part the meaning is conveyed through the rhythm, the flow, the music of the lines. Moreover, in all good poetry, the thought is frequently so condensed that it may not all be revealed at the first reading; it dawns upon the reader more and more at each successive reading or recitation. In the very first couplet the emphasis may be made to convey two distinct meanings:

Blazen Columbia's emblem,
The bounteous, golden Corn!

Blazon here means to publish far and wide; to proclaim as by blazonry upon a coat-of-arms. If, now, the emphasis rest upon Columbia's emblem, the meaning is that the golden corn is proclaimed as Columbia's emblem; on the other hand, by placing a slightly-greater emphasis upon Columbia's, a contrast is implied with England and France, mentioned in the last stanza; and we are prepared for the other appellations of our country below: "The great Republic," and "The wide Republic."

After such a careful and critical reading, let the poem be committed to memory. No thorough and exhaustive study can be made of anything which is not thoroughly in mind: if this whole poem is as familiar as the alphabet, the thought in one part of it will suggest the other parts; the poem can be considered as a whole; and beauties noted in one line will suggest similar beauties in others—for example, the mid-line rhymes and the alliteration spoken of below.

II. The general meaning of the poem, its purpose, and how that purpose is subserved, may next be considered. What is the evident purpose? It is to impress us with the fitness of the corn to be our national emblem; to convince us of the propriety of making this the emblem. What is the art by which the poet thus persuades us? The answer is to be found in the poem itself, which sets forth the appropriateness of the corn;—in the characterizations—"bounteous golden;" in the origin—

It sprang at the sun's behest;
in its growth—
With honey and wine 't was fed;
in its perfection—
The rarest boon to the land they loved;

and in the second stanza, in its history—

In their holiest temples the Incas
Offered the heaven-sent maize—
And Montezuma's festal bread
Was made of its sacred meal,

in its contrasts—

Narrow their cherished fields; but ours
Are broad as the continent's breast;

in its abundance—

* * * the rustling sheaves
Bring plenty, and joy, and rest.

And in the third stanza, the other national emblems are mentioned, the rose, the lily, the shamrock, the thistle, to show that there ought also to be a recognized emblem for America; and the flowers that have been proposed for this purpose are shown to be sectional—the arbutus and the golden-rod for the North, the laurel for the Central States, and the jasmine and magnolia for the South. The poet's art consists in filling the mind with all these suggestions, and preparing us to admit what is said in the first two lines, and repeated in the last couplet:

But the wide Republic's emblem
Is the bounteous, golden Corn.

III. The subsidiary matter may now be taken up. Note the beautiful conception of the origin of the corn, in the second couplet: The great sun's glow warmed and fructified the earth, and at his behest the corn sprang up. This so delighted the gods that they longed to share the boon with men. The stars, that see everywhere, and the breezes, that blow over every sea, could not find its equal.

Note also the reference to Peru and Mexico. There is a whole history in the first half of the second stanza. Read it again. What were the sacred rites of the Incas? They offered the maize received from heaven as a gift to the gods; the kernels were made of gold and the ripened husks of silver "For the sun's enraptured gaze;" they were sun-worshipers, then; at his royal feasts, Montezuma used the sacred meal, and the wandering tribes lived upon it. Who was Montezuma? Who were the Incas? What can you say about them, and where are they now? When the Spanish conquerors subdued the gentle Aztecs, they came in search of gold; the corn was unknown to them. When they saw for the first time the shining, yellow ears, with the silvery husks broken open—as they now break open in the fall—and the sunlight reflected from the whole, their greedy eyes saw gold and silver even in the fruits of the earth. If, by this study, any student

becomes acquainted with the history of that ancient and interesting people, his indignation will be aroused by the cruelty practiced upon them by their Christian conquerors; and a study of ancient Peru, for example, and of modern Peru, will raise a doubt whether in manners and customs, in industry and public spirit, in civilization, if civilization means regard for the rights of other people, and in genuine Christianity, if this means love to our fellow-men and to God as we know Him, instead of mere zeal for a party or a creed—he will be in doubt whether in all these respects the conquered were not far in advance of their conquerors; for today vast terraces which the Aztecs made to flow with milk and honey, are waste and barren, and great highways, a thousand miles in extent, are overgrown and unused. Certainly the temper and spirit of that gentle race contrasted favorably with the ferocity of the conquerors, even as described by the conquerors themselves. If the study of this poem were to awaken an interest in such a fruitful field of research—and all such study opens the door at which the student may enter if he will—then the secondary value of such a study will prove greater than the original aim. Those eight lines give us a glimpse of the author's great knowledge on this subject; they express just enough for the present purpose; and they imply very much more than they express. It will add immensely to the interest at this point, to read *The Song of the Ancient People*, or *The Last of the Incas*, by Miss Proctor.* These poems condense a vast amount of Indian lore. In like manner there is a history in each one of the first four lines of the last stanza: The War of the Roses will occur to any schoolboy; the Shamrock recall to any descendant of the Emerald Isle the history of a thousand years; the lily inspires the Frenchman with the glory of the empire and of the republic; and the thistle suggests to the Scotchman the rugged conditions from which has grown sturdy character. And the corn! It stands for thrift and plenty, not unmixed with refinement, and beauty—a changing, augmenting beauty, from the tender blade, through the "banners of green," the silk-fringed ears, and the knotted stalk, to the plumpy crest and the golden, silver-covered grain.

IV. It will add to the interest to learn, at this point, something about the author. Who is she? Where does she live? Where and how was she educated? What else has she written? How came she to write this poem, and how was it written? It appeared in the Columbian year. That must have had something

* See also *The Ancient Structures of Yucatan*, Proceedings American Antiquarian Society, Oct., 1892, p. 265—¶ Maize.

to do in suggesting it. And how came she to know so much about the corn? Was she brought up in a New England town? And has she seen the corn fields with their long, rank, green, shiny, waving leaves in June; the ears and silk when they first form; and the carts, the "wains," loaded with the bright yellow ears, on a sunny October day?—or has she seen the broad fields on the western prairies with their forest of corn? or has she seen the rank growth at the South? And how happens she to condense so much knowledge of the Aztecs into those few lines? And of the emblems of other countries:—Does she omit the lotus of Egypt because this is not American, and because it has very little direct connection with the subject? It will excite the attention of pupils to learn from allusions in her other poems that she has seen all this and much more; and to find that from a close acquaintance with all the matter incidentally referred to in the poem, she has introduced a little touch here and there to lighten up the picture, as it were.

And as to the method by which such a poem is struck off:— Does it rest in the mind vague and large at first, and does it gradually take shape, till finally in the heat of composition it assumes nearly its present form? or was it written line by line? All this, none can know but the author herself; but people are much alike, and we can judge of one production only by what we know of others including our own.

This is certain:—That no one, not even Homer, "could throw down the Greek alphabet and pick up the Iliad," the author herself has told us so. A finished poem cannot be produced without "heat and dust," that is without hard work, at some stage. Concerning this poem there is at hand this little indication:—In the first publication of the beautiful line already quoted it ran thus:

And, lavish as leaves and flowers, the sheaves
Bring plenty, and joy, and rest.

The line now reads as corrected by the author's own hand:—

And, lavish as leaves, the rustling sheaves.

This is much better; and why is it better? Because the comparison is between two things only—the leaves, and the sheaves—and thus the attention is not diverted to a third object; and besides, the epithet rustling still further defines the sheaves.

It thus appears that the author has carefully weighed every word, in order to give effectiveness to the poem. And when she reads it, as we have heard her, there is an intensity in her voice which is reinforced by all she has left out of the poem in order that it may be perfected by what she has put in.

EDITORIALS.

THE end of education, whether the word be taken in its broadest or in its narrowest sense, is complete living. That is, all education when properly directed tends to a preparation for this life and the life to come. The means to this end, so far as the schools are concerned, are two, positive knowledge and intellectual discipline. By positive knowledge is meant those truths which it is beneficial to know, while intellectual discipline means that power, grasp, capacity of mind obtained through systematic and thorough study. Are these factors, namely, knowledge and intellectual discipline, in the same ratio, so that in a course of study those exercises that give the greatest number of facts will at the same time give the best discipline? If they are, a course of study made with reference to one will at the same time serve both; if not, a very important question arises as to which is the more important. Unless this question be answered correctly by an institution, what reliance can be placed in its courses of study? Sir William Hamilton declares in his lectures on Metaphysics, that knowledge and intellectual development are not only not the same, but they stand in no necessary proportion to each other. "The one condition," he continues, "under which all powers, and consequently the intellectual faculties, are developed, is exercise. The more intense and continuous the exercise, the more vigorously developed will be the powers." He further says that a certain amount of possessed truths does not suppose as its condition a corresponding sum of intellectual exercise. "One truth requires much, another truth requires little effort in acquisition."

No great authority has taken issue with Hamilton on this proposition except Spencer, who declares that knowledge best for mental discipline which is best for guidance. There is no question, however, that certain facts are more useful in life than other facts, and that some studies tend to develop the faculties of the mind better than do other studies. It is better, for instance, that we know the facts that are connected with the preparation of food, clothing, and houses, than those of geology or astronomy. On the other hand, the study of geology better disciplines the mind than does that of penmanship.

But the thought occurs here that much depends upon the way a subject is taught. Geology for instance may be the mere learning of names by rote, as it may be made a subject for the discovery of truth relations and systematic classifications thus developing the judgment and the conception, instead of the

memory alone. The first may be called the text-book method, the second the laboratory or inductive method.

As to the question, which is the more important, storing the mind with facts or developing the faculties, there can be but one answer, viz., the proper development of the faculties. The facts learned at school soon disappear in the limbo of forgetfulness, while the power and capacity generated lasts forever. Facts alone can aid but little in complete living, while mental discipline intellectual power, is necessary to a well rounded life. A course of study laid out with reference to this end of education must therefore be greatly influenced by the disciplinary value of studies.

* *

A circular letter from the Commissioner of Schools has been sent to the different county superintendents and teachers urging them to attend the meeting of the National Educational Association, to be held in Denver, Col., July 9-12 next. We trust that the Commissioner's request will be heeded, not alone for the benefit of the teachers who attend, but for all the schools of Utah. The West needs to keep in touch with the East, so far at least as education is concerned.

* *

The Utah teachers who attend the meetings of the National Association at Denver next July should all unite in using their good influence to have the next annual meeting held in Salt Lake City. This city is peculiarly adapted in location, attractions, facilities and accommodations for the meetings of such an association. We believe, too, that a united effort, with proper assurances of hotel and railroad accommodations, will secure the desired results.

* *

The idea entertained by many that a person is prepared to teach if he has attended a Normal school for a year or so is detrimental in the extreme to the cause of education. Teachers and the public should know that at least four years above the eighth grade are necessary to fit one for a primary teacher.

Every school should have in it system and order. Any school lacking in either of these is a failure. But there is danger of having so much system and order that the school is rendered useless through the monotony of sameness.

The Department of Superintendency of the National Educational Association holds its next annual meeting February 19th, 20th and 21st, in Cleveland, Ohio. Dr. Hinsdale, Colonel Parker, and W. H. Payne are among the lecturers.

One of the most fruitful subjects of study for young teachers

is the philosophy of education. What we need in our schools is more philosophy and less empirical method.

The best way to study the means is to study the end to be reached. The end conditions the means.

THEORY AND PRACTICE OF TEACHING.

THE TEACHERS' LIBRARY.

BY ABBY CALISTA HALE.

"Of making many books there is no end," and of no class of books can this be said more truly than of those calculated to aid teachers in their work.

The teacher of today cannot in any measure complain that his work must be narrow and incomplete because of lack of material from which to draw inspiration and knowledge. There are more books on all subjects than the average person dreams of, and one of the first steps toward forming a teacher's reference library is to discover what has been written on the subjects that pertain to the work of teaching. The question is not now, is there any book to aid me in this or that line of work, but which shall I choose of the many presented.

In considering the many, one is likely to become confused and undecided about what is most valuable, viewed in the best educational light. The average teacher does not possess an unlimited supply of the wherewithal for book-buying, and the question of the kind of books to be bought, therefore, becomes a serious one. With this in view, it may not be amiss to suggest to our teachers a few of the books most valuable to the profession. The value of a library does not consist so much in the number of books it contains, as in the usefulness of the books and the owner's ability to apply what may be found therein.

The well read man or woman is not the one who has read the most volums, but the one who has read and assimilated the best books.

A well-known educator once said, "I never buy a book till I have wanted it six months." By that time he was sure the book was necessary to him; and, if a new work, its position would have time to become assured. This rule saved him many dollars and secured him many valuable books. His shelves were not encumbered with what might be termed literary rubbish that at a casual glance might have passed current as of value to his profession.

The teacher's library should be of two parts, a reference

library and a private library: one for work and one for recreation. The latter must depend so largely on individual taste and income that it is quite out of the province of this article to discuss it.

The first books a teacher naturally turns his attention to are those relating to the general subject of teaching, and he is naturally ambitious to own one or more standard works in this line.

The books noticed here are designed to form a nucleus for a collection, a suggestion of what may be, rather than a complete list.

A knowledge of psychology has become almost a necessity to the modern teacher, and is, in fact, the basis of all thoroughly scientific teaching. Ignorance of the laws governing mind is incompatible with successful teaching.

A valuable help in this line may be found in Compayre's "Psychology Applied to Education;" also Ravestock's "Habit in Education." These supplemented by James' briefer course in Psychology, give the teacher some of the leading thoughts on this important question. In the history of Educational Theories, Oscar Browning's work is to be commended for its conciseness and practicability. For the region of Methods and School Management, first and foremost in the country today is Col F. W. Parker's "Talks on Pedagogics," a book no teacher who aims to keep in touch with the times can afford to be without. Also Dr. Fitch's "Lectures on Teaching," and Dr. Baldwin's "School Management. Dr. Charles De Gorno's book on the "Essentials of Method" also deserves a leading place in the teacher's reference library. One or more good educational journals should also be subscribed for. Everything else being equal, a local journal is preferable.

In these days of devotion to science teaching, at least one book in each special line is a necessity. A "First Book in Geology," by A. S. Shaler; "How Plants Behave," by Asa Gray; "A World of Matter," by Harlan H. Ballard; and Tyndall's "Forms of Water," are all reliable sources of information.

For general reference, Champney's "Cyclopædia of Common Things" is invaluable. The book is compact, comparatively inexpensive, and contains a large amount of information of just the kind the teacher needs to know.

For helps in teaching children to read, the little book called "Beginning to Read," by Mary E. Spear, is of great value, as are Dr. G. Stanley Hall's "Monograph on Reading," and the prefaces to the teacher's editions of several of the newer reading books, notably, "Nature Reader," Lippincott's "First Reader," and Miss Cyr's "First Reader." Wentworth and Reed's "How to Teach Numbers" is full of good, sound methods of teaching and is almost

indispensable to a primary teacher. In geography and history, King's "Methods and Aids in Geography," for the former, and John Fiske's new "History of the United States," for the latter, are excellent guides. Dr. Hinsdale's "How to Study and Teach History" will be found an excellent work.

Mary E. Burt's "Literary Land Marks" gives many and valuable suggestions regarding literature study in school, and is a safe guide for all teachers who aim to lead their pupils on the road toward an appreciation of the best literature.

The foregoing is but a brief survey of a wide field, a mere suggestion in the direction in which a teacher's library may grow.

Possessing a nucleus of this sort, the teacher who has his work at heart cannot fail to add continually to it, and one good book is easily followed by another. A good library is slow in growth, like other good and lasting things, and what demands a sacrifice in obtaining is valuable to the possessor in proportion.

There is no "book" method that can be exactly applied to any actual case of school work. The teacher who tries to teach a school, just as the book says, is likely to make a failure. He must teach his own school, aided by the helpful suggestions he can gather from the experience of others. A knowledge of the fundamental principles of school economics helps him to gain control and power, and the consciousness that he has a greater fund of information on the subject being taught than can possibly be imparted during the lesson gives the teacher a far greater hold on his class than can be easily estimated.

In no way can this be gained except by continual recourse to authoritative books. If a teacher is at a loss to know what books to read in order to gain the desired information on a subject, let him take the catalogues of some well-known publishers and find out what has been written about this. Any book publishers will furnish catalogues on application and send books for examination. Most of them allow a discount on catalogue prices from 15 to 20 per cent. on books for teachers. A good plan to follow in buying a list of books is to mark in your catalogue the books you think you want and put the list away for a week or more; then take your catalogues and make your selections according to your purse. If you have ten dollars for books, take your pencils and see how much you can get for it.

NOTE.—Below will be found a list of the books named, with their publishers.—A. C. H.
LIST OF BOOKS.

Books published by D. C. Heath and Co., 335-361 Wabash Ave., Chicago : Psychology Applied to Education, Gabriel Campayre; Habit in Education, Dr. Paul Ravestock; Essentials of Method, Charles De Garmo; Monograph on Reading, G. Stanley Hall; First Book in Geology, N. S. Shaler; A World of Matter, Ballard.

Houghton, Mifflin and Company, Boston, Mass.: Literary Landmarks, Mary E. Burton ; History of the United States, John Fiske.

E. L. Kellogg and Co., New York: Talks on Pedagogics, Francis W. Parker ; Educational Theories, Oscar Browning ; Lectures on Teaching, J. G. Fitch.

Ginn and Co., Chicago: First Reader, Ellen M. Cyr; How to Teach Arithmetic, Wentworth and Reed.

D. Appleton and Co., Boston, Mass.: School Management, Baldwin ; Forms of Water Tyndall.

Henry Holt and Co., New York: Psychology, William James.

Lee and Shepard, Boston, Mass.: Methods and Aids in Geography, Chas King.

American Book Co., New York: How Plants Behave, Asa Gray.

New England Publishing Co., Boston: Preparing to Read, Mary A. Spear.

University Publishing Co., New York: Lippincott's First Reader, Evan Davis.

Silver Burdett and Co., Boston: Nature Readers.

D. D. Merrill and Co., St. Paul, Minn.: Cyclopedia of Common Things, Champney.

COMMON FRACTIONS.

BY O. W. ANDELIN, B. PD.

II.

ADDITION of similar fractions can follow immediately upon the drill in writing fractions; and this work in addition should be perfectly natural and simple. There must be no mystery about it. If there be any it is the fault of the teacher.

Pupils will find the sum of $\$1/8 + \$1/8 + \$2/8 + \$3/8$ as readily as the sum of $\$1 + \$1 + \$2 + \3 , if they are not befuddled by a dissertation on the nature of fractions, on the difficulties to be met, the "awful" problem to be worked, in which "dividing the denominator is the same as multiplying the numerator," and "'of' means to multiply," and "inverting the divisor and multiplying is the same as dividing." The poor fractions are to be put into a T diagram sometimes, and the pupils declare they "never can learn which side to put the terms of the fraction on," and sometimes they are to stand on their head. To all of which there is as much sense as for a man to stand on his head in order to read a book which happened to be upside down.

A fraction is one number, and not two numbers, and should be so regarded until students get into higher arithmetic or algebra. Then they are taught that a fraction represents a ratio.

We have nothing to do with the denominator any more than we have with the \$ sign in \$15, or the qt. in 6 quarts. We deal with the numerator and know nothing else.

Fractions express a certain number of units just as much as integers do. The number 10 stands for ten units of 1 each, the number $10/11$ represents 10 units of $1/11$ each. One is no more complex than the other. Is it more difficult to find the product of

four $\frac{10}{11}$ than of four \$10? In each case 10 things, or units, are to be multiplied by 4, and 4 times 10 units = 40 units, whether they be dollars, pints, shares, halves, fifths, elevenths, or any kind whatsoever.

What difference, let me ask, is there in the two mental operations of a pupil who is requested to count some apples and write the number on paper and afterwards to count some half-dollars and write the result? He first counts a given number of units and finds there are six apples; in the next place he counts a given number of units and finds there are six half-dollars or $\$6\frac{1}{2}$. But he counts units—units integral in one case, and units fractional in the other. The denominator does not enter into the account. It serves as a name only. Halves tells the kind of six things he last found, exactly as "apples" tells the name of the six things he first found. The mental operation in each is the same, no more, no less. I contend that fractions are as easy to handle as integers, and are just as simple. And so long as they are not made so, and until pupils are taught to handle them with as much ease and certainty as whole numbers, there is something wrong with our teaching.

Fractions are not bewitched, neither are they wizzards, mountebanks, nor magicians, that require the feats of a juggler to solve them. To say that "dividing the numerator and the denominator by the same number does not change the value," and "multiplying the numerator and the denominator by the same number does not alter the value of the fraction" is juggling with figures. Take the expression "8 men." "Men" is the denominator, is it not? Now divide "men" and "8" by the same number.

If it is desired to "reduce $\frac{8}{10}$ pie to its lowest terms," it would be much more rational to proceed in some such way as this:

Here are eight-tenths of a pie. Suppose we put the pieces together in twos. How many twos will there be? Four. What part of a pie is each two? One-fifth. Then how many fifths are there in $\frac{8}{10}$? There are four-fifths.

ATTRACTION VERSUS CONTRITION: Sunday school teacher: "Do you understand what repentance means?" Little Johnny (with deep feeling): "Yes, indeed."

"Give me an illustration." "Once I took a whole lot of fruit cake, without asking, and I repented awfully—till mamma gave me some ginger."

THEORIES OF GREAT EDUCATORS.*

19TH CENTURY.

Jacotot.—1. "Every one can teach; and moreover can teach that which he does not know himself."

2. "To know all of *one* thing is to know all of *every* thing."

3. "The pupil must learn something thoroughly and refer every thing to that."

4. "We are learned not so far as we have learned, but so far as we remember."

His Four Commands.—1. "Learn so as to know thoroughly, perfectly immovably, as well six or twelve months hence as now *something*—something which fairly represents the subject to be acquired which contains its essential characteristics." 2. Repeat that something every day or very frequently from the beginning without omission so that no part may be forgotten. 3. Reflect upon the matter thus acquired so as by degrees to make it a possession of the mind as well as of the memory, so that being appreciated as a whole and appreciated in its minutest parts, what is as yet unknown, may be referred to it and interpreted by it. 4. Versify or test remarks or rules given by others, by comparing them with your acquisitions."

Queries.—1. If teaching is "causing others to know," to what extent is the first of Jacotot's theories true?

2. What arguments can you bring for or against the second theory?

3. Give an apt illustration of the third theory.

4. What, if any, is the distinction between learning and remembering?

5. What are your objections to Jacotot's four commandments?

6. In what respect does the fourth command agree with the doctrine that the unknown can be reached only through the unknown?

7. What does Jacotot mean by the expression "make it a possession of the *mind* as well as of the *memory*?"

8. Wherein does this education differ from most others?

9. In what does he agree with Pestalozzi?

10. Which of his doctrines is of most value?

Special Problem.—Harmonize these two laws: "Go from the whole to its parts," "Lead from particulars to generals."

*The foregoing in the main are taken from Quick.

EXCHANGE ITEMS.

The more parents take counsel with themselves, with each other, and with teachers, the more will they become interested in the doings of their children at school, and the more will they feel their responsibility as co-partners with the school.

Ratich thinks that the human mind differs in quality, like the soil found in farming.
 1. There is the soil good on the surface and bad below; 2. That bad on the surface and good below; 3. That good on the surface and below; 4. That bad on the surface and bad also deep in the ground. Minds like the first kind of soil learn well at first and then poorly—these are fitted for a knowledge of language, history and geography; those of the second kind are suited for deep and heavy thinking, because they learn slowly at first and improve after a while; those of the third class are fit for anything; those of the fourth for nothing

One fifth of the county superintendents of the schools in Kansas is ladies, there being 21 in all.

If we give the child these three things—power to observe carefully for himself, power to investigate and think for himself and power to be correct, truthful and independent—it seems to me we have done more to fit that child for good citizenship than in any other way possible to us.—*Harriet Marsh.*

NOT ALWAYS ONE WAY.

Being content with one way of doing a thing because it is the best yet found in one's personal experience is a danger that besets the best teachers. After a long series of efforts to find a way to conquer obstacles, the sense of exaltation at the success is sure to be followed by a constant repetition of the new way, till it soon loses all charm of freshness. The discovery that one way of teaching spelling or arithmetic is a marked improvement on other ways that have been tried, is nearly certain to result in a constant repetition of the new method, to the death of all interest to the class. An inquiry of a successful teacher as to his means of keeping the interest in his classes, brought this reply: "As soon as I think I have found the best way of doing a thing I always change and take some other way." That is an extravagant expression perhaps, but the truth is there is no stinted quantity. The monotony in the methods of our school work must be a sore trial to our little folks who never do one thing long at a time if they can have their way. To be sure, they go back to the same way over and over again with untiring interest, but there is always something thrown in (for a change) between. Psychology does not do much for teachers if it does not send them to watch children, and to interpret the lessons hidden away in their own natural way of doing things.—*E. D. K.*

AND SO IT IS.

It was an old-fashioned spelling class; that is, the little girls were standing in a row, spelling and "defining," and the visitor was looking on.

"Jewel," said the teacher, and one little pink-cheeked maid spelled it correctly, and then gave the definition, "Gem."

On that word it happened that the teacher departed from her usual custom.

"How does a gem look?" she asked, "What is a gem?"

The little girl did not know. The entire class looked puzzled. Finally one lassie brightened, and raised her hand triumphantly. When she was called on she almost "sang out" in the excess of her zeal:

"A little cake baked in a gem-pan."—*Youth's Companion.*

WHERE THE LINING SHOWED: A little girl's father had a round, bald spot. Kissing him at bedtime not long ago, she said: "Stoop down, popsey; I want to kiss the place where the lining shows.

PRIMARY METHODS.

ONE DAY IN THE SALT LAKE CITY SCHOOLS.

BY NATHAN LAWRENCE.

GREAT interest is just now centering in the schools of Salt Lake City—deservedly so, I am fain to admit, since my visit there a few days ago. Indeed, a close observer of the school exhibits at the late Territorial Fair might well be led to suspect that unusually systematic and progressive work is being done in the schools of the Capital. Before entering upon what I saw and heard, it will only be fair to give the reader an idea of the building, the furnishing, and the equipment of one of these schools, as a sort of background or framework for the living, moving picture of school life I shall try to draw.

The Grant school-house is not the largest nor most pretentious building, but considering its comparative cheapness, it is the most nearly ideal example of school architecture in the city. So at least thinks Superintendent Millspaugh.

Conceive a massive, three-story, oblong building, the basement story of gray stone, the other two of pressed brick, the whole surmounted by a roof projecting six feet. We enter at the west through a wide arched doorway, having four swinging doors, to a vestibule, whose floor and wainscoating are of variegated tiles. After helping ourselves to the contents of a marble fountain, we push our way through a similar set of doors, used as a wind-break—an admirable contrivance to save heat. Ascending a wide stairway of polished stone, we find ourselves in a hall that is a hall. A regiment of soldiers might drill here without having their evolutions seriously interfered with. The class-rooms all empty into this hall, and I assure you it is a novel sight to see this same process of emptying at recess. From each door they march in double file, the large ones first, the wee ones last. Down a stairway on the south side they pour in, four abreast, from the upper hall. It takes just one minute to empty the eighteen class-rooms of this building under the double-quick of the fire alarm drill.

There are three such halls, just alike. At each of the four corners and in the middle on each side is a class room. No two rooms adjoin. Fully twenty feet intervene, thus protecting one recitation from the sound of another as absolutely as if they were a block apart. Two stairways and the Principal's office take up three of these intervening spaces; the rest are occupied by a unique series of files with hooks and shelves for cloaks, dinner baskets, etc.

The class-rooms are square, the light coming from the back and one side in the corner rooms, and from one side in the middle rooms. Where it comes from the back the windows are nearly to the ceiling, thus preventing pupils from having to read in their own shadows, and at the same time permitting the space below these high lights to be utilized for black-board. Seventy-five pupils could be put into each of these rooms if packed as district schools usually are; but as a matter of fact, there are desks for only about forty-eight. It would do your tired eyes good to see the freedom that single desks with wide aisles insure. There are no recitation seats.

The heating and ventilation are perfect. I grew enthusiastic over this part. By a combination of steam and hot air a system has been devised which in point of economy and effectiveness may well challenge improvement. With no fan or other machinery, and with only five pounds of steam, this immense building enjoys in mid-winter the pure and equable climate of a balmy May-day!

The water closets are on the basement floor, and are kept clean as the marble furnishings with which they are fitted. What with immediate sewer connection, and a ventilating pipe which gets its draft from the heat extracted from the smoke-stack, in the center of which it extends from bottom to top—the air in these rooms is as sweet as in the class-rooms. What sermons on morality are here preached every day!

Throughout the entire building I kept my eyes open for one little scrap of paper, an apple core, or some remnant of lunch on the floor, but failed to find it. It did not make me sorry, however. Yet here and there among the pupils, I noticed negro children, and others whose parents are surely among the "white trash" in point of cleanliness. Such a school-palace, however, must cause pupils to absorb a sense of neatness and order through their very pores, as it were.

Now, would you like to teach in such a school—you that labor so earnestly to teach morals and manners in the ram-shackle huts that still disgrace some of our towns? Do you think that you, too, could make a record for order and neatness of school deportment, and for thoroughness and progressiveness of class-work, if you were placed in one of these ideal rooms? Take courage again! Are you aware to what extent your miserable surroundings have reacted upon you and made you callous and indifferent to what you might actually do to beautify and adorn, and above all to make fresh and clean? Reforms are rapid in Utah. "Good enough" theories are getting out of date. Be a ceaseless agitator for the palace school in your district. Get your trustees

to promise that they will visit one of these models when they go to Conference.

Salt Lake City has thirteen such school-houses, some larger some smaller, besides twenty buildings of the old stove-heating kind. "Yes," grumbles the long-haired, unkempt advocate of 'Good enough,' and Salt Lake City is paying heavy interest on bonds for it all."

Well, if she were paying thrice the interest she is, I should say it is well. Twelve thousand children are being trained here in a way that will enable them to hold Utah against all outside immigration. By the old methods they would not be sharpened for this deadly combat of brain against brain. Whatever may be said of bonding for other improvements, it is hard to make a mistake in bonding for the improvement of schools.

* *

The problem now is how to reduce my notes and observations to some sort of unity. The question is what to select, and it is a most perplexing one; for the experienced teacher sees in a few hours what would require a volume to elaborate. Superintendent Millspaugh kindly acted as my guide, and we entered first the beginners' room in the Lincoln School. The teacher, Miss Brown, was just in the act of dismissing the B class, and during the brief interchange, I took a swift glance about the room. Forty-eight single desks of the smallest size are here, and the rich color and gloss of their newness seem to make the room glow. Only three seats are vacant.

How shall I describe a room full of tots? As you glance up and down the aisles, you are first struck with the precision and erectness with which they all sit. You next individualize, and find that each is deeply interested in some simple work—too deeply you are surprised to find, even to note the presence of visitors. But scarcely has the impression of stillness been made upon you from observing one, than you become aware by raising your eyes, that stillness is the least fitting word in the vocabulary for your purpose. This is a mercurial school. A multitude of little spasmodic movements dash the light in spangles from bright eyes, glowing cheeks, and vari-colored dresses; yet so insignificant is the flutter that you are reminded of aspen leaves in a flood of sunshine.

The teacher now gives a low word of command. For an instant there is a pause, then at the next word the movement becomes rhythmic, as all stand, face, and march to the front. Here they surround the teacher like so many chicks around a motherly young hen. This is a lesson in reading. The teacher has a pretty

story prepared, but the tots must find it all out for themselves and how eager they are to find it out! Even the new words must be discoveries. Elementary sounds and their diacritics they are already familiar with by previous drill. It is amusing to note the lynx-like attention with which this group of baby eyes watch the gradual building of a word by phonic combination. When the word is done, what eager, restless little bodies they become, dancing, swinging their hands, with "O! O! let me, teacher," till the teacher chooses one to name the new word. All then pronounce it. The next care is to be certain that all apperceive its meaning. The children are led to put the word in a variety of short sentences, and when thoroughly known, it is employed in the story.

By way of illustrating what may be accomplished by the phonic method, Superintendent Millspaugh wrote on a slate: "I had a ride on my new sled yesterday. I call my sled reindeer," and asked the teacher to make the same plain to her pupils. *Sled* (sl-ed), *ride* (r-i-d), and *call* (c-a-l1) were easily recognized and assimilated, but how, thought I, will she manage *yesterday* and *reindeer*? These words are bigger and more formidable than "Death" in the primer. But she had no difficulty. First she took *day*, then *yes*, then inserted *ter*. The pupils were not a little amused to find what a big word they had captured. So with *reindeer*. She failed, however, in making them apperceive by her questions the meaning of *rein*. "This," whispered the Superintendent, "evidently results from Miss Brown's not knowing that in the West we call reins lines."

"I perceive, said I, as we left the building later in the day, "that in your methods of teaching you insist upon what might be called an eclectic course. For instance, your teachers of reading, although they are very careful to make the child apperceive the thought—careful to wed indissolubly in the child's mind the idea and its sign—they do not follow Colonel Parker's idea of having children swallow words at a gulp, so to speak; they synthesize wherever it is possible and necessary."

"Yes," returned Dr. Millspaugh, "we follow the phonic method. It is demonstrable that children learn to read much faster by this method than by any other. Their articulation is clearer, their pronunciation better, and what is still more to the point, they become possessed of an eagerness to read, unknown to learners by the word method. Once let a child thoroughly learn the phonic element—which takes but a short time—and he has a key to the printed page. Thereafter he is continually trying to unlock words, impelled by the same curiosity that prompts him to

unlock boxes. My own little girl, too young for school, has deciphered everything in sight about the house, even to the lettering on the grate.

"Now, I admire Colonel Parker for his zeal in turning educational thought from empty words to things. But after all, he is an idealist. That his theories work well in the Cook County Normal, where he has ideal teachers and ideal pupils, is no evidence that they will work elsewhere, save in a modified form. Take, for instance, his method of teaching reading. Every word gained requires a sheer act of memory—as much so as the Chinese alphabet."

"Unless," suggested I, "the child himself discovers the phonic elements, and thus makes one word assist him to gain another."

"But why should we trust to the uncertainty of such a discovery, when this knowledge is so vitally necessary to economize the child's time and effort?"

Why, indeed, fellow-teachers? If you have an answer to this poser send it along.

My space is gone, yet I have hardly touched the first page of my notes. Arithmetic, composition-work, music, drawing, penmanship, U. S. History, geography, High School methods, the teachers, their ways, qualifications, salaries, etc., several adverse criticisms which I hoped to indulge myself—these are a few of the points, which in my guileless forecast, I had laid out to touch upon in this article. Now they must wait a more opportune time, which means that this article will be continued, if the interest of the teachers shall seem to demand it.

HIGH CRITICISM IN NEW ENGLAND: A little girl six year old was on a visit to her grandfather's, who was a New England divine celebrated for his logical powers. "Only think, grandpa what Uncle Robert says." "What does he say, my dear?" "Why, he says the moon is made of green cheese. It isn't at all, is it?" "Well child, suppose you find out yourself." "How can I, grandpa?" "Get your Bible and see what it says." "Where shall I begin?" "Begin at the beginning." The child sat down to read the Bible. Before she got more than half through the second chapter of Genesis, and had read about the creation of the stars and the animals, she came back to her grandfather, her eyes all bright with the excitement of discovery: "I've found it, grandpa. It isn't true, for God made the moon before He made any cows."

LITERARY AND BIOGRAPHICAL.**FREDRICH FROEBEL.**

A Sketch of his Strong and Gentle Nature, and Causes which Influenced his Life and Work.

BY ANNIE KIELHORN CRAIG.

(Continued from page 56.)

WHILE teaching in the Model School, under Gruner, these thoughts often recurred to him: "I desire to educate men whose feet shall stand on God's earth, rooted fast in nature, while their heads tower up to heaven, and read its secrets with steady gaze; whose hearts shall embrace both earth and heaven, shall enjoy the life of earth and nature with all its wealth of forms, and at the same time shall recognize the purity and peace of heaven, that unites in its love God's love and God's heaven."

These words foreshadow his life and aims. Later, he made them the corner-stone of his educational system.

Froebel was a man who always benefited by experiences and applied them educationally. While in the army serving his country, he learned that necessarily all must work in unison; that each individual member was as necessary to the whole army as the whole army to the individual.

Physics, chemistry, and mineralogy led him to see that there is "an inner law and order embracing all things, and in itself conditioned and necessitated." "Every thing," he says, "rests in unity, springs from, strives for and returns to unity * * * on all sides, through nature as well as through history, through life as well as through science (and as regards the latter, through pure science as well as through the applied branches), I was encountered and appealed to by this unity, the simplicity, and unalterably necessary course, of human development and human education."

Carlyle agrees with Froebel in this; he says: "A divine message or eternal regulation of the universe there verily is, in regard to every conceivable procedure and affair of man; faithfully following this, said procedure or affair will prosper, not following this, destruction and wreck are certain for every affair."

I hope I have not tired my readers. It is important to know something of Froebel's inner life and thought, in order to comprehend his principles and methods. What seemed to others insignificant, appeared to him the most important. Other educators have given their own preconceived ideas of what education ought to be, but Froebel stands among the few, if not quite

alone, in seeking in the child's nature the laws of educational action.*

WISE YOUNG HEADS.

AN INCOMPLETE PETITION: Mamma: "Flossie, did you ask God to make you a better little girl?" Flossie: "I never thought of that; it takes so long a time to ask Him to keep you from scolding me so much."

A BROTHERLY TESTIMONIAL: Adorer (feeling his way): "I—er—suppose your sister does not like my coming here so often, does she?"

Little brother (confidentially): "Oh, you needn't worry about sister. She can endure most anybody."

MODIFIED BY LATE RETURNS: Little Jack prays every night for all the different members of the family. His father had been away at one time for a short journey, and that night Jack was praying for him as usual. "Bless papa and take care of him," he was beginning as usual, when suddenly he raised his head and listened. "Never mind about it now, Lord," ended the little fellow, "I hear him down in the hall."

PANGS OF MATHEMATICS: A big boy in a country school was clever enough in some studies, but hopelessly deficient in mathematics. The teacher, a man who had little mercy for a stupid pupil, one day lost patience with him entirely. The boy had failed to do a simple sum in subtraction, and the teacher rubbed out the figures on his slate, put down six ciphers and six more under them. He drew a line, handed the slate back to the dullard, and said gravely: "There, see if you can subtract that!" The poor boy gazed stolidly at the new sum. It looked queer and hard. He tackled it aloud, making hideous grimaces as he progressed: "Nawthin from nawthin leaves nawthin. Nawthin from nathin leaves nawthin. Nawthin from nawthin leaves nawthin. Nawchin from nawthin leaves nawthin. Nawthin from nawthin leaves nawthin." There he paused, confused, but, rallying all his brain power, he exclaimed: "If I am ever going to carry, I've got to carry now! Nawthin from nawthin leaves one!"

* A number of inquiries have come to me in regard to books helpful to kindergartners. Literature in this line of work is growing, I am happy to say. Out of a long list which should be in the library of the professional, I select the following as necessary to a clear understanding of Froebel's principles: "Education of Man," by Fredrick Froebel, translated by Dr. Hailman; "Froebel's Letters," by E. Michaelis and E. Keatly Moore; Miss Peabody's "Lectures to Kindergartners;" and "Pedagogies of the Kindergarten," by Fredrick Froebel. Address A. W. Mumford, 262 Wabash Avenue, Chicago, Illinois.

EDUCATIONAL NOTES.

Dr. Karl G. Maeser is just making his regular tour of the Church schools in Arizona and Mexico. He is probably in Diaz by this time. He expects to get home in time for the Constitutional convention of which he is a member.

By the solicitation of County Supt. Wiley and the teachers of Davis Co., Prof Brimhall is giving a course of public lectures on Educational Factors, the Home, the Church, the School, and the State—in the various districts of the county.

Educational interest is at high tide in Manti. Prof. A. C. Nelson with his able aids has succeeded in interesting the entire community in education by a series of educational meetings, at which B. Y. A. professors have delivered several lectures.

The Principal of the Lehi schools recently sent the manager of the JOURNAL a check as paid up subscription for every teacher in the district. We submit that this is the appropriate way to emphasize the sentiment that we must have a teacher's paper in Utah.

In the B. Y. Academy is a large number of students from the last year's high school at Spanish Fork. In a recent meeting of the Faculty the teachers had occasion to remark upon the thoroughness of the work they are doing in all their classes, all which bespeaks great praise for the independent methods of investigation pursued by Prof. Jos. A. Rees, principal of that school.

Prof John M. Mills, a former student of the Academy, and now Principal of the Lewisville, Idaho, schools, has recently received notice from the legislature of his appointment to the position of Commissioner of Public Instruction for Bingham County. We congratulate Mr. Mills on his advancement and the appointing power on its good judgment in selecting so capable an officer.

The plan of giving teachers one day off each month to visit other schools is an excellent innovation—of more educational value one is fain to believe, than even the county institutes. A teacher can see by one day's inspection what it would require two weeks to read about or a course of twenty lectures to explain the theory of. Then seeing is so much more digestible than hearing or reading. Witnessing a first-class exercise is getting inspiration by absorption, as it were. Mondays and Fridays are usually chosen by Utah County teachers, for these visits, The Payson schools are unusually popular as a pedagogical resort this year.

The Carbon County Teachers' association met in Scofield on Friday, Feb. 8 inst. They discussed educational questions during the afternoon session, and in the evening the following program was rendered: Trio, "Old Kentucky Home;" soprano solo, "The Lover and the Bird," Mrs. R. Hood; comic song, "There Are Moments When One Wants to be Alone," J. H. Davis; recitation, "The Black Horse and His Rider," Mrs. Conyngham; duet, "The Lost Ship," Jno. H. Davis and Jno. Hood; address on county school teaching by Superintendent J. Davis; instrumental duet, "Hear Me, Norma," Jno Hood and Miss M. Strang; comic song, "Sneezing," Mr. Webb; recitation, Mr. Rose of Wellington; address, "Experience in School Teaching," Mr. Webb of Winter Quarters; recitation, Mrs. Conyngham. A crowded house greeted the performers and the numbers were well rendered. Credit is due Mrs. Conyngham of the Scofield school for the manner in which the affair was conducted. Superintendent Davis was well pleased with the condition of the school here.

FROM THE BRIGHAM YOUNG ACADEMY.

The Oratorial Society is an organization of the members of Elocution C. A constitution and by-laws were recently adopted, showing the purpose of the society to be the gaining of practice in public speaking and familiarity with parliamentary usage. The first meeting took place Saturday night, Feb. 9th, when ten short orations were delivered. The instructor gave a brief criticism of each effort as to composition delivery, and personal bearing of speaker. The society meets weekly.

Since the 7th of last month, sixty students have registered in the Commercial College. They are earnest young men.

Arizona has a fine delegation of students in the business department of our institution. The greater number intend to stay until their course is finished.

Prof. Brimhall has recently completed a series of popular Sunday-nights' lectures on psychology before the M. I. Associations of Payson. On Sunday-night, Feb. 10, Prof. Nelson opened a series on literary subjects by a lecture on the sublime in literature.

One of the largest rooms in the Academy has been fitted up with new furniture to accommodate students of the various writing classes. Penmanship is now receiving the attention its importance merits. Some beautiful specimens adorn the wall from the hands of students.

Thursdays' lectures, before the students of the Commercial College are well attended and highly instructive. The gentlemen who have appeared before the students this semester are: Dr. K. G. Maeser, Prof. B. Cluff, Jr., Prof. G. H. Brimhall, and Duglas A. Swan; the latter is cashier of the First National Bank, this city.

In addition to practice work the training class have methods in teaching five hours each week, criticism of work five hours and lectures on Science, Physics and United States History four hours. A special class in Physical Culture meets daily for drill in exercises suitable for use in school, and once a week receive special instructions in blackboard drawing.

The realization of the importance of a class connection between the Kindergarten and the Primary school has led to the formation of a connecting class. This is made up of little ones well advanced in the Kindergarten, and is under the joint direction of the Kindergarten and Training teachers, and is designed to bridge the gap usually found between the Kindergarten and the first year primary school.

One of the most pleasant concerts of the season took place Tuesday eve. February 12 It consisted of selections by some of the best talent in Provo, assisted by Prof. W. C. Clive and Geo. D Pyper, both of Salt Lake City. The event was chiefly to introduce the beautiful Parlor Grand Piano, presented to the Academy by the Emerson Piano Co. of Boston, some time ago. The instrument is a magnificent one and proves to be everything that was guaranteed.

The Principal has occupied his time for two weeks in improving the Library and has had unparalleled success. Eight hundred choice volumes are the result of his efforts at collection and this, too, with very slight expense to the Academy. It is determined that the Academy shall own the best Theological library in the Territory, and the very laudable nature of this determination must assure its fulfilment.

The training class of the second semester are already doing good work in the preparatory department. The class is composed of sixteen earnest and energetic young men and women, who are rapidly gaining an insight into practical school teaching. They work under the direction of the Director of the Training School and his associates aided by the regular teachers of the Preparatory Department. The class do one hour's actual teaching in each grade from one to eight inclusive, thus getting training in all the grades.

The class of '95 held a meeting Wednesday evening, Jan. 30, and adopted a set of by-laws, and resolved to hold their meetings by weekly to arouse class enthusiasm. All the male members of '95, with one exception, have been called on missions. They, the boys, are curious to know what kind of missions the ladies are to perform. The class of '96 have adopted a new pin. The class of '97 are loth to part with their vice-president, Mr. Harvey Cluff, who leaves on the 23rd inst. for the Southern States; but as he is called to carry the glad tidings of the Gospel, they wish him God speed. The class of '97 are rejoicing over the almost miraculous recovery of their cheerful and ambitious fellow student, Miss Delia Scharer. We hope soon to see her again in her place.

ITEMS FROM THE COMMERCIAL COLLEGE.

Listen, young men! just stop a moment and listen to what we have to say. Did it ever occur to you that too many of your age and occupation (or any other occupations for that matter) are content to remain in the position in which they find themselves? If their work just now is the selling of dry goods, in that line of work they seem content to remain. Every young man ought to have an ambition to rise above his present work—not, however, dissatisfied with it, but seek and study to know all about it with the view of some day taking a step further in advance. Be determined to master whatever is at hand with an eye to advancement in the future. Do not stand still, you are needed in the higher ranks of business and the professions. Young men today are sought after, eagerly sought after, to fill one thousand to three thousand dollar positions. We say FILL positions. No one particularly is hunting for a young man to fill a five hundred dollar situation; there are hundreds of young men clamoring for such places; but many among them are of the non-progressive class.

Look about you! Lay out your course, place your mark high. Then toil on letting nothing turn you from your purpose. See that your personal habits are good; be honest with yourself and with your fellow-man; and with this brief counsel, we bid you God-speed on your road to success.

QUESTIONS ON BOOK-KEEPING.

Students of book-keeping ought to be able to answer intelligently the following questions;

1. In how many ways and for what purposes are trial balances taken?
2. Write a promissory note negotiable by indorsement; and make it bearing interest at eight per cent; time 60 days; make it payable at Commercial College Bank; R. Roe maker, yourself payee; amount, \$865.25.
3. Write a draft for \$375.60, at 30 days' sight, making it payable at the First National Bank, Provo; R. Roe drawer, J. Doe Payee, and Henry Merchant drawee.
4. What would be the journal entry on the drawee's books in the above example?
5. What results are obtained from accounts whose debit exceed their credits?
6. How can you find the *net* insolvency of the insolvent business most conveniently?
7. State in how many ways the net capital of a firm may be found.
8. How do you close Merchandise account when there is an inventory, and the account shows a gain.
9. What does the *balance* of Bills Receivable account show?
10. When the Proprietor's or Stock account closes *By Balance*, what does the balance present?
11. In balancing a set of books, what accounts are used to group the closing entries?
12. Describe the net gain, or loss of a business.
13. What result does the balance of a personal account show where the credit is greater than the debit?
14. The sales of a consignment of California oranges to us are \$8737.50. Freight and charges already posted are \$205.10 Commision at $2\frac{1}{2}$ per cent., storage \$40.00. What are the journal entries required to close the consignment on rendering an account sales, and retaining shippers proceeds?
15. What will be the effect on the capital of a business if the *balance* of an account showing a loss should be carried to the debit side of Balance Account? (or Resource and Liability.)
19. Why will the *balance* of the Proprietor's, or Stock account, when carried to the Balance account, (or Resource and Liability), just put it in balance, if correct?

A TWO-EDGED ILLUSTRATION: "You must go to bed now, dear.

You know the chickens all go to roost with the sun." "Yes, but then the old hen always goes with them."